



Arts & Media School
ISLINGTON

ANTI - BULLYING POLICY

Last Review Date	September 2015
Next Review Date	September 2017

Anti- Bullying Policy

Arts and Media School Islington is a respectful community of learning. We care for each other and our learning environment. That care and respect is extended to people in our extended community.

“No one is born hating another person because of the colour of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.”

Nelson Mandela

“Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen.”

Winston Churchill

Arts and Media School Islington recognises the effects of bullying and aims to provide a safe environment where bullying is not tolerated. It has programmes to prevent bullying and procedures to deal with incidents and support victims.

Policy Objectives

1. To provide guidelines for parents/carers, pupils and staff for dealing with bullying.
2. To outline clear procedures for reporting bullying incidents.
3. To outline the sanctions which will be used against pupils found bullying.
4. To outline the preventative measures the Academy undertakes in the pastoral and academic curriculum to prevent bullying.
5. To outline the strategies used to support pupils who have been bullied.
6. To review annually the Academy's practices and procedures with regard to bullying.

Definition

Bullying is the use of physical or mental aggression with the intention of hurting another person, which results in pain and distress to the victim. Bullying is usually a campaign over a period of time against a student but it can sometimes be just one incident.

There are different forms that bullying might take:

Physical	Pushing, kicking, hitting, taking or hiding property or any use of violence.
Verbal	Name-calling, sarcasm, spreading rumours, teasing, making racist, sexist, homophobic or other hurtful remarks.
Emotional	Excluding, tormenting, being deliberately unfriendly, taunts, disturbing notes, cyber bullying or graffiti.
Menacing	Demanding money or possessions or to copy homework, asking other students not to speak out about bullying and harassment.
Sexual	Unwanted physical contact or abusive comments

Reporting Procedures for Incidents of Bullying

Pupils who are victims of bullying or have witnessed bullying behaviour are encouraged to inform a member of staff, regardless of whether the incident takes

Reviewed Sept 15

Next Review Sept 2017

place inside or outside of the school. Any incidents reported will be acted upon as follows:

A) A student who is being bullied or has witnessed bullying reporting an incident.

Completes a student statement form. **Forms are available from the Pastoral Team office.**

	Action	Responsible
▼	Complete statement form	Student
▼	Pass statement form to relevant Pastoral Team Member	Student
▼	Discussed with Pastoral Team member and investigated	Head of Year/ Behaviour for Learning Mentor/ Form Tutor
▼	Communication with Parents (Bully + Victim)	Head of Year/ Behaviour for Learning Mentor
▼	Appropriate consequence taken and recorded on SIMS	Head of Year/ Behaviour for Learning Mentor
▼	Appropriate resolve completed and recorded on SIMS	Head of Year/ Behaviour for Learning Mentor
▼	Copies of documents placed on student files (Bully + Victim)	Head of Year/ Behaviour for Learning Mentor
■	Recorded on Sims	Head of Year/ Behaviour for Learning Mentor

B) The adult who witnesses or is told of an incident:

Completes a staff statement form, kept on the staff shared area or **forms are available from the Pastoral Team office.**

	Action	Responsible
▼	Complete statement form	Adult Witness
▼	Pass statement form to relevant Pastoral Team member	Adult Witness
▼	Discussed with Pastoral Team member and investigated	Head of Year/ Behaviour for Learning Mentor
▼	Communication with Parents (Bully + Victim)	Head of Year/ Behaviour for Learning Mentor
▼	Appropriate consequence taken and recorded on SIMS	Head of Year/ Behaviour for Learning Mentor
▼	Appropriate resolve completed and recorded on SIMS	Head of Year/ Behaviour for Learning Mentor
▼	Copies of documents placed on student files (Bully + Victim)	Head of Year/ Behaviour for Learning Mentor
■	Recorded on Sims	Head of Year/ Behaviour for Learning Mentor

C) If a parent/carer reports an incident to a staff member:

	Action	Responsible
▼	Parent directed to Pastoral Manager	Staff member
▼	Complete statement form	Head of Year/ Behaviour for Learning Mentor
▼	Discussed with Pastoral Team member and investigated	Head of Year/ Behaviour for Learning Mentor
▼	Communication with Parents (Bully + Victim)	Head of Year/ Behaviour for

Reviewed Sept 15
Next Review Sept 2017

		Learning Mentor
▼	Appropriate consequence taken and recorded on SIMS	Head of Year/ Behaviour for Learning Mentor
▼	Appropriate resolve completed and recorded on SIMS	Head of Year/ Behaviour for Learning Mentor
▼	Copies of documents placed on student files (Bully + Victim)	Head of Year/ Behaviour for Learning Mentor
■	Recorded on Sims	Head of Year/ Behaviour for Learning Mentor

Consequences

Each case of bullying will be examined and the severity of the bullying taken into account when deciding upon the most appropriate consequence(s). Disciplinary measures will be applied fairly, consistently and reasonably, taking into account any special educational needs or disability that the bully may have.

Parents/Carers of bullies will be informed of each incident at the discretion of Year Leader and may be requested to attend meetings at the school.

All the following consequences are available:

- Verbal apology and assurance that bullying will not continue. This is to be made in front of the investigating staff member
- Written apology as above
- Allocation of place in classroom by teacher or change of class
- Placement on monitoring report
- Withdrawal from social areas at break and lunchtimes
- Withdrawal from extra-curricular activities
- Pastoral detention
- Head Teacher detention
- Internal exclusion
- Fixed-term exclusion

Reviewed Sept 15
Next Review Sept 2017

- Permanent exclusion.

If the school feels that an offence may have been committed, they will seek assistance from the police.

The Academy will consider the motivations of bullying behaviour and whether there are any concerns for the safety of the bully. Where this is the case, the pupil engaging in bullying may themselves need support.

Preventative measures

Arts and Media School aims to prevent bullying through providing a safe school environment and raising the issue of bullying in the Pastoral Curriculum. This work is supported through the schools "Respect" cornerstone and the schools "culture of kindness" work.

Pupils and parents are required to read and sign the Home School Agreement which includes the statement:

"Be polite and behave respectfully towards all members of the school community"

The Home School Agreement encourages positive, respectful and safe behaviour among pupils and reminds them of the schools behaviour expectations.

The Environment

Staff members who are on duty at break and lunchtime patrol the bullying 'hot spots' e.g. „hidden“ areas of the playground, lavatories, etc.

The Anti-Bullying Display Board provides advice to pupils and showcases their anti-bullying work.

Various clubs and activities take place before, after school and at lunchtimes. The libraries are open every break, lunchtime and afterschool. Vulnerable pupils therefore have places to go where there is adult supervision.

The Pastoral Curriculum

Bullying is addressed explicitly through the pastoral curriculum annually in the autumn term "Health and Wellbeing" scheme of work. (See PSHE activity mapping document 2015-16). It is also addressed in the school assemblies' programme.

Scholastic Programme

Students also work through the Scholastic Programme in pastoral time. This programme promotes the schools aim of “students to scholars”. These works includes development of students’ self-awareness and their impact on others, as well as work around the Respect Cornerstone.

Culture of Kindness

Arts and Media School promotes a culture of kindness throughout the year with a range of events and activities where we take time out to be kind to each other and our school and wider community.

Support for victims

There are various ways in which the school can support the victims of bullying. These include:

- Giving reassurance
- Facilitating a restorative meeting between bully and victim, if appropriate.
- Encouraging other pupils to become 'buddies' of the victim.
- Providing the victim with strategies to overcome bullying (See Appendix);
- Providing counselling.

Safeguarding and Child Protection

A bullying incident should be addressed as a child protection and safeguarding matter where there is reasonable cause to suspect that a pupil (either the bully or the victim) is suffering, or is likely to suffer, significant harm. Where this is the case, staff at the Academy will follow its Safeguarding and Child Protection policy and report any concerns to the local authority children’s social care.

Monitoring procedures

The policy will be reviewed annually by the Headteacher who will:

- Monitor the number of bullying incidents recorded in the Bullying Record
- Ensure that the curriculum is updated as necessary.

Other policies

The following policies should also be read in conjunction with the Anti – Bullying policy:

- Behaviour policy
- Equal Opportunities policy.

Appendix

1. Anti-Bullying Expectations
2. Home School Agreement
3. Statement Form – Student
4. A&M Bullying Statement Form – Staff
5. PSHE activity mapping document 2015-16
6. Letter to parents/ carers
7. Strategies for staff dealing with incidents of bullying

Anti-Bullying Expectations

At Arts and Media School we want every pupil to fulfil their potential in a safe culture without fear of bullying or harassment. Being harassed means being on the receiving end of behaviour that is unwanted. Its purpose is to embarrass or taunt someone.

Any form of bullying or harassment is **WRONG** and will not be allowed to continue. Types of harassment include:

Physical	Fighting, pushing, shoving, gestures or invasion of personal space.
Verbal	Name-calling and offensive language, including comments about race, colour or sexuality, derogatory use of negative language to convey lesser status of objects such as “those trainers are gay”, rumour spreading.
Visual	Spreading offensive notes, graffiti or other material, damage to possessions.
Victimisation	Making others the butt of “jokes”, threats to “get” people or members of their family and friends, demanding money, groups seeking to dominate less powerful individuals or groups.
Sexual	Touching or brushing against individuals in a sexual manner, sexually orientated “jokes”, drawings and literature, commenting on size and shape of an individual's body, making comments about an individual's morals, invitations of a sexual nature that are unwanted, asking inappropriate questions about an individual's private life.
Cyber-bullying	Using online and telecommunications technology to engage in any of the behaviours listed above.

This type of behaviour becomes harassment when you have made it known that it is unwelcome or unwanted and it does not stop immediately.

Action will always be taken by school staff where pupils make complaints of bullying. Sanctions for severe or repeated behaviour can include **exclusion**.

Reviewed Sept 15
Next Review Sept 2017

Home-School Agreement

We aim to be:

- An excellent trust school in all areas.
- A community which works together to ensure all students are inspired and empowered, to achieve their full potential.

In order to achieve this aim, school, home and student must all agree to work together.

Name of Student (please print name) _____

The school agrees to:

- Ensure all students have access to a wide and varied curriculum.
- Provide information for parents and students on what is being taught.
- Provide regular information on the progress of all students.
- Contact parents if there are concerns.
- Set homework on a regular basis.

Signed (School) _____ **Date** _____

Parents/Carers agree to:

- Ensure that your child attends school regularly and punctually and inform the school when your child is absent. The school has a minimum attendance requirement of 96%.
- Ensure your child wears the correct school uniform at all times.
- Encourage your child to follow the school's Student Code and work together with school staff.
- Support your child's learning at home by ensuring s/he reads every day and completes all homework. When none has been set please ensure your child does some quiet reading (preferably a novel) for at least 30 minutes – one hour.
- Check progress and homework by reading and signing the homework diary each week and logging on to My Child At School.
- Support the school's policy on rewards and sanctions.
- Attend parents' evenings and other meetings with teachers when appropriate.

Signed (Parent/ Carer) _____ **Date** _____

Students agree to:

- Come to school every day by 8:45 unless sick.
- Follow the school's Student Code.
- Be polite and behave respectfully towards all members of the school community.
- Always bring the right equipment including PE kit to school in a bag and work hard in all lessons.
- Complete all homework and coursework.
- Wear the correct uniform at all times.

Signed (Student) _____ **Date** _____

STUDENT EXPECTATIONS

Students are expected to:

- ✓ Follow the school rules at all times.
- ✓ Be polite and respectful.
- ✓ Respect each other's views, race, culture, gender and sexuality.
- ✓ Respect the school buildings and environment.
- ✓ Take responsibility for their personal behaviour.
- ✓ Work hard to improve every day.
- ✓ Be prepared for learning with the correct uniform and equipment.
- ✓ Attend school on time every day.

Students must not:

- ✗ Be rude or defiant to any member of staff.
- ✗ Threaten, bully, fight or be violent or abusive.
- ✗ Bring or use anything dangerous or illegal into school.
- ✗ Damage school property or steal.
- ✗ Bring in valuable items, MP3's, Tablets.
- ✗ Use mobile phones on the school site. Phones must be off and away or they will be confiscated.
- ✗ Be late for lessons or take unnecessary time off school.

ARTS AND MEDIA SCHOOL

BULLYING STATEMENT FORM- STAFF

Date:	Time:	Location:
What happened? Explain as clearly as possible, step by step.		

Reviewed Sept 15
Next Review Sept 2017

Continued:

Is there anything else you would like to add?

Signed:

Print Name:

Date:

All staff statements submitted at IAMS, are done so independently in isolation from any other person(s) involved in the incident.

ARTS & MEDIA SCHOOL

Reviewed Sept 15

Next Review Sept 2017

Student Statement		
First Name:		Surname:
Tutor Group:	Date of incident:	Time of incident:
Were you involved in the incident? Yes / No (please circle the correct answer)		
Are you a witness to the incident? Yes/ No (please circle the correct answer)		
List the names of all the people involved in the incident (include the names of any staff and/ or students):		
List the names of any witnesses to the incident (include names of any staff and/ or students):		
Use the following space to describe what happened during the incident (remember to use the names of everyone involved). Continue writing on the back of this sheet if necessary:		
Student signature:		Today's date and time:
Outcome (staff use only): Tick all that apply: <ul style="list-style-type: none"> <input type="radio"/> Detention <input type="radio"/> Warning given <input type="radio"/> Referred back to classroom teacher <input type="radio"/> Referred back to HOD <input type="radio"/> Referred back to HOF <input type="radio"/> Internal exclusion 		Outcome (staff use only): Tick all that apply: <ul style="list-style-type: none"> <input type="radio"/> External exclusion <input type="radio"/> Phone call home <input type="radio"/> Letter home <input type="radio"/> Meeting with parent arranged <input type="radio"/> Referred to SLT <input type="radio"/> Other <hr/>
Staff signature: Print Name:		
Please remember to record the incident on Sims.		

Description of events continued:

Reviewed Sept 15
Next Review Sept 2017

Reviewed Sept 15
Next Review Sept 2017

PSHE activity mapping 2015/16 – Working Document

	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEME	Health and Wellbeing	Health and Wellbeing	Relationships	Relationships	Assessment
7	PERSONAL SAFETY <i>Performance(EA) + 2 x TT</i> BULLYING <i>Assembly + 2 x TT</i> <i>Writing Competition</i> E-SAFETY <i>Assembly + 2TTY10 Performance</i>	LEGAL & ILLEGAL SUBSTANCES	HEALTHY RELATIONSHIPS	RSH – Me, my mind, heart & body	Assessment & Evaluation
8	PERSONAL SAFETY <i>2 x TT</i> BULLYING <i>Assembly + 2 x TT</i> <i>Writing Competition</i> E-SAFETY <i>Assembly + 2TT, Y10 Performance</i>		HEALTHY RELATIONSHIPS	RSH- Me, my mind, heart & body	Assessment & Evaluation RSH
9	PERSONAL SAFETY <i>Roadshow + 2 x TT</i> BULLYING <i>Assembly + 2 x TT</i> <i>Writing Competition</i> E-SAFETY <i>Assembly + 2TT, Y10 Performance</i>		HEALTHY RELATIONSHIPS	Assessment & Evaluation	Assessment & Evaluation
10	RSH - Becoming independent pros and cons marriage & Commitment – drop day	Risk management – RSH & Drugs	Risk management – RSH & Drugs	RSH - Me, my mind, heart & body Citizenship	Assessment & Evaluation
11	RSH - Becoming independent pros and cons marriage & Commitment – drop day	Risk management – RSH & Drugs	Risk management – RSH & Drugs Assessment & Evaluation - Debates, presentations & delivering session to lower school		

Reviewed Sept 16
Next Review Sept 2017

This table shows the activities that the year groups will cover each term in Tutorial times, assemblies and drop events.

To be used in conjunction with the assemblies rota 2015/16

Assessment of each strand

	RSH	Drugs	Citizenship
7	1. Evaluation form the theatre company 2. Holistic evaluation of spring 2 and summer 1 – activity TBC	Holistic evaluation of drugs unit in spring 1 TBC	1.see RSH for Anti Bullying week evaluation
8	1. kindness, anti bullying - Class charter 2. Holistic evaluation of spring 2 and summer 1 – activity TBC	Holistic evaluation of drugs unit in spring 1 TBC	
9	1. kindness, anti bullying - Class charter 2. Holistic evaluation of spring 2 and summer 1 – activity TBC	Holistic evaluation of drugs unit in spring 1 TBC	
10	1. kindness, anti bullying - Class charter 2. Holistic evaluation of spring 2 and summer 1 – activity TBC	Holistic evaluation of drugs unit in spring 1 TBC	
11	1. Evaluation form the theatre company 2. kindness, anti bullying - Class charter	Holistic evaluation of drugs unit in spring 1 TBC	

Winning presentation from the final RSH evaluations will be shown in assemblies week begging 22/6/16

Evaluation of quality of provision

- Tutor time walkthroughs will happen – conducted by AGr, Pastoral Team, and AHTP
- Quality of the work produced will be monitored as the units progress.

Reviewed Sept 15
Next Review Sept 2017

Date

Name

Address

Address

Address

Address

Dear (XXX)

Thank you for bringing to the school's attention your recent concerns about (XXX) being bullied.

The matter has been dealt with in the following way:

Please do not hesitate to contact us again should you feel the need.

Yours sincerely

Susan Service
Head Teacher

Reviewed Sept 15
Next Review Sept 2017

WORKING WITH PUPILS INVOLVED IN BULLYING SITUATIONS

STRATEGIES FOR STAFF

Below are various strategies and procedures that staff could employ when dealing with incidents of bullying. In all cases staff must follow the procedures for recording incidents.

A) Supporting the Victims of Bullying

Reassuring the Victim

Reassure the victim that:

- Generally, once an incident has been reported and the bully confronted, bullying ceases.
- Each case of bullying is noted on the bully's file and all incidents collated.
- They must report subsequent incidences.
- Any re-occurrence of the bullying will be dealt with immediately.

Enlisting the Help of Other Pupils

As part of the Pastoral Curriculum pupils are taught to support others who are experiencing bullying behaviour. Pupils may help the victim by accompanying them to and from the school, being with them at break and lunchtimes, etc.

Dealing with Bullying Situations

According to the circumstances victims should be encouraged to:

- Leave a bullying situation
- Not respond to name calling
- Enlist the support of bystanders
- Resist manipulation and threats by saying 'No'
- Ensure they are not alone at vulnerable times e.g. break, lunchtimes, or
- that they go to a supervised area/activity
- Try to remain calm in stressful situations
- Escape safely from physical restraint.

B) Dealing with Bullies

The methods staff employ when dealing with incidents of bullying will depend on the severity of each individual case. Following are two methods that might be employed whilst trying to investigate incidents or if the incidents are relatively minor.

Once it has been established that bullying has taken place, however minor, the bully must be told that the incident will be recorded and placed on their file.